



The Calumet BOILERMAKER

"THE VOICE OF THE STUDENTS - - BY THE STUDENTS"

Vol. 8 No. 1

PURDUE UNIVERSITY CALUMET CENTER, HAMMOND, INDIANA

Tuesday, October 11, 1960

General Electric Presents "Adventures In Science"

PUCC CHEMISTRY CLUB HOLDS FIRST PROGRAM



PAUL B. ABBOTT (left) and William A. Jaffe, lecturers with the General Electric "Adventures in Science" show, discuss a solar energy demonstration from their program.

By RUTH WALKER

The General Electric Company presented its "Adventures in Science" show on October 6 in the Porter School gymnasium to an enthusiastic audience of students and faculty members from the Purdue University Calumet Center. The program was the first to be sponsored by the recently organized Chemistry Club at the Center.

"Adventures in Science" is the successor to the G.E. "House of Magic," which toured the country from 1933 to 1958. In its early years a promotional program, the show since 1946 has changed to a motivational program to stimulate students to further their education.

Those responsible for the success of the demonstration were Paul B. Abbott, and William A. Jaffe. Mr. Abbott's home town is Indianapolis, Indiana. He received his B.S. degree in Marketing from Indiana University in June, 1960. In addition to being assistant drum major and rank drill-master with the "Marching Hundred," he did writing and photography for school publications and was editor of several college newsletters. Mr. Abbott graduated with distinction and was elected to Beta Gamma Sigma, the business school equivalent of Phi Beta Kappa. He spent three summers working with an outdoor advertising company, and worked on publicity for the 1959 Indiana State Fair, before joining the G.E. stage show.

Mr. William A. Jaffe, lives in Philipsburg, Pennsylvania. He received his B.A. degree in Journalism from Penn State University in June, 1960. He has been the holder of the Howard J. Lamade journalism scholarship for four years. Mr. Jaffe participated in numerous extra curricular activities including Managing Editorship of the campus daily newspaper; Presidency of Sigma Delta Chi, professional journalistic fraternity; and membership in five honor societies including Omicron Delta Kappa. He is listed in "Who's Who in American Colleges and Universities"; winner of the SDX outstanding male journalism graduate award. "Adventures in Science" is his first assignment with G.E.

The demonstrations explained how progress is made not only in the field of science but in other fields as well. While the demonstrations were of a scientific nature, the program was geared to the interests of everyone, whether he had a background in science or not. The program was not commercial, but illustrated progress and



USING A FEW ounces of chemicals, Paul B. Abbott of General Electric's "Adventures in Science" stage show demonstrates how a formula for progress can produce a large plastic cone.

results of research rather than products.

"Adventures in Science" was geared to the Space Age, and it illustrated some of the principles of propulsion, development of fuels for space travel, principles of centrifugal force, and other areas of space technology. Throughout these and other demonstrations, the elements of progress in all fields through cu-

(Continued on Page 3)

In Memoriam

Professor Frank F. Schlosser was born in Lima, Wisconsin in 1893. He attended LaCross State Teachers College from which he received a diploma in science and math in 1914.

For the following twenty years he taught physics and chemistry in high school, rising thereafter to the position of principal and later superintendent of schools. During this time he received the degree of Ph.M. in chemistry in 1929 and the degree of Ph.D. in chemistry in 1934, both from the University of Wisconsin.

In 1946, Professor Frank F. Schlosser, came to Purdue University Calumet Center as an instructor of chemistry and metallurgy. He was among the first to receive a permanent appointment as a full-time staff member. In 1948, he was appointed Assistant Professor.

Professor Frank F. Schlosser was well liked both by students and faculty here at the campus. Along with his functions at Purdue, he also engaged in outside activities. Some of the activities he engaged in were the Catholic Order of Foresters, the American Society for Metals, and an honorary member of the Hammond Kiwanis.

Professor Frank F. Schlosser had been faculty advisor for Circle K since 1951 when the club was first formed. Since then the club has become famous throughout the country, thanks to Professor Schlosser.

Last year a faculty advisors' plaque was given to Professor Frank F. Schlosser for his outstanding service as faculty advisor for Circle K.

On Sunday, May 29, 1960, Professor Frank F. Schlosser passed away. As Professor Schlosser passed away, so passed a teacher as well as a gentleman. May God rest his soul.

PMO GETS DIRECTOR

The new student director of PMO, Mr. Careb, graduated from Horace Mann High School in 1960, and was a member of H.M. Band since 1953 (played trumpet). He was student director from 1956 to 1960, also a member of Horace Mann Choral Club, and student director from 1958. He sang baritone and tenor.

Mr. Careb was offered a four-year music scholarship from Indiana University and a four-year scholarship from Michigan State University. In spite of this, he decided on a field of Electrical Engineering at Purdue University.

He had a quartet group (vocal) called "Velva-Tones," and played in United States Steel Band under the direction of Kenneth Resur.



Save the last dance for me. Photo by Andy Bumbales

MIXER MIXES 'EM UP GOOD

By PERCY

Did anyone ever see a lot of people having fun? If not, they should have attended the Campus Mixer Saturday night, September 24. Words floating around that night have it that this was quite a successful dance.

Percy could run through a list of names of those who were enjoying themselves, but the editor and space would not allow it. The party really did not move until Chuck Fagen started the ever-popular change-partners dance. Seemed as if it lasted all night.

Who were some of the great celebrities at this midnight frolic? You will never guess. Why Mr. D.O.E.T. himself, Ron Nudo, ex-president of the Student Council was there. If anyone had his talented hands, he'd be a great success in professional handball.

Everyone agrees that Barb Jarak is one of the finest girls ever to come to P.U.C.C. If this school were half as friendly as she, school spirit would be at its highest. Percy's personal thanks to a fine woman, who seems to be a bit tired after all that dancing.

A couple who really seemed as if they were enjoying themselves was Leslie and Steve. How about it, kids?

It certainly looks like Rock and Roll is here to stay. Wonder if any of the presidential candidates will try to abolish it. They'd better not try because then these girls won't have lines of fellows waiting for a dance. Right girls?

Why was Art Thompson there? Anyone can guess. "Dis puts me in shape for basketball," he says. Art, you have to break training to be in that shape.

Can anyone imagine the Student Council making a mistake? They did! Forgetting to buy enough punch was bad enough, but they also forgot to bring more girls. Can you imagine what it would be like to have very few or no girls at all here at P.U.C.C.? You second, third, and sixth year fellows (we can't forget Spider) surely can! Oh well, the I.U.-P.U. Mixer solved the girl problem.

If the floor in the lounge seems to be loose under the card table, fellows, it's because of the pounding it took at the Campus Mixer.

Is Student Council Really Necessary?

We can be proud of the Student Council here at P.U.C.C. because it is the strongest of any of the other university branch Student Councils in the region. It is also stronger than the branch on the Purdue University West Lafayette campus.

The Student Council acts as a buffer between the student body and the faculty. Any legitimate or well-founded problem that the student body has, can be taken to the Student Council, and they will approach the faculty and try to come up with a fair solution for both sides.

The Student Council exercises some degree of control over all other clubs at P.U.C.C. with the exception of the affiliates of national organizations.

Almost every dance given at P.U.C.C. is in some way connected with the Student Council. When a dance is given, there is much more to it than just slapping up some decorations. Meetings are held regularly. At these meetings discussions are held concerning the type of dance that is to be given, and when and where it is to be held. Of course, a budget must be arrived at and approved by the proper authorities. Committees must be chosen to take care of such things as decorating, refreshments, and last, but not least, clean-up.

All of these things take a series of meetings and discussions, and most important of all, time. The Student Council needs the student body to put forth these activities. Many of the meetings held by the Student Council are open to the student body. Make an effort to be at these meetings. The Student Council is trying to promote school spirit. Have an active part in your school. Use your spare time for work on the various school activities.

CLAIRE, DR. BUNDESEN WON'T LIKE THIS!

A minister telephoned the board of health to ask that a dead mule be removed from in front of his house. The young clerk who answered, trying to be clever, said, "I thought you preachers took care of the dead." "We do," answered the preacher, "but first we get in touch with the relatives."

Claire Baumei

The Calumet BOILERMAKER

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The Calumet Boilermaker

"The CALUMET BOILERMAKER was founded in April of 1954. At that time the students were collecting all the news around P. U. C. C. to place it in their first issue, selling advertising to outside businessmen, and taking interesting pictures that would appear in the first issue.

Mr. David G. Kelley, editor of the first issue of the CALUMET BOILERMAKER, under the heading "A Baby Is Born," wrote, "We (the students, faculty, and interested friends) here at the Calumet Center of Purdue University have started a newspaper." Then, concluding the article, Mr. Kelley wrote, "I give you your newspaper. May it be a success."

On the front page of the issue of the BOILERMAKER, we find in big bold letters, headlines which read, "Purdue Expands," "Practical Nursing Is Offered As a New Course on the Calumet Campus," and last but not least "A Baby Is Born."

The editors that followed in Mr. Kelley's footsteps have carried out their responsibilities toward the BOILERMAKER.

Today the students on the BOILERMAKER staff have followed the tradition of a student newspaper by serving the needs of the students here at the Center with pictures and important articles. Purdue's President, Frederick J. Hovde, said in his message which appeared in the first issue, "I wish the CALUMET BOILERMAKER success in helping to inform the students in the Calumet Center of activities, plans, and programs at the Center, as well as in supporting the aims and objectives of a bigger and better Purdue.

In the last paragraph of one of the articles which was printed in the April issue of 1956, we read as follows: "It is the hope that the BOILERMAKER, for many years to come, will serve to remind us of the pride we can take in the present and of the hope we will always be able to conceive for the future." I am reminded of what Richard Baltrus tried to express in the May issue of 1958: "The student newspaper can be a success only when there are a number of students interested in it, and that is the only reason the BOILERMAKER was, is, and will be a great success."

Some of the facts about the CALUMET BOILERMAKER are as follows: 1) Sources of income—It receives a small subsidy from the Center, and beginning this year it will receive a small share of the total Student Activity Fee. Its main source of income is through advertising; it has been through the continuing loyalty of advertisers and students on the staff of the BOILERMAKER that this paper has been able to be published. 2) Who operates the BOILERMAKER—In September of 1957, the newspaper got its motto, "The Voice of the Students . . . By the Students." The activity is supervised by the Publications Committee, made up of a number of faculty members, but the students themselves take responsibility for the paper. 3) Recognition—At the end of each full year of publications the CALUMET BOILERMAKER makes a special Recognition to those students who have worked for the newspaper.

Remember this is your newspaper; in the past the newspaper was a great success; it is now up to you to decide if the paper, The CALUMET BOILERMAKER, will be a success in the future."

LARRY MYSZ,
Co-Editor

P.U.C.C. IN INDUSTRY

By BARBARA JARABAK

What's going on with industry? How many students know? PUCC, upon industrial requests, offers excellent and diversified industrial training programs in specified fields such as: foremanship, electrical work, metallurgy, technical report writing, and mechanics.

The industrial executives begin the ball rolling by discussing their scholastic program ideas with members of the PUCC administrative staff. Then a rough plan is perfected and approved by a group consisting of administrators, faculty members, and industrial representatives.

The schedule of classes and the contents and requirements of the courses is then posted in the industrial offices. The men interested in the newly formulated educational plan complete applications which are sent to the PUCC admissions office. The applicants are then filtered by PUCC through testing, and those accepted are given a schedule of the classes which they are expected to attend.

The industrial plant usually pays the tuition, and the men are afforded an excellent opportunity to better themselves and their working positions. In certificate programs, enrollees receive their certificates if they satisfactorily complete the scholastic requirements for the program. PUCC and the local industrial units are working hand-in-hand for the improvement and the advancement of industry.

P. U. PARKING

By JUDY CZIPERLE

As our campus grows, with the nature of it as it is, we have to deal with our corresponding traffic problems.

Mr. Richard Trumpe, Director of Student Affairs, is constantly making plans to increase parking facilities (in the process of doing so now), and also trying to make the best use of our present parking facilities.

Fortunately, we are one campus in the U.S. doing long-range planning concerning our need for parking facilities.

On the main campus, at present, freshmen and sophomores are not permitted to have a car in Tippecanoe County. This is strictly enforced through the co-operation of the campus, city and state police. With the increasing enrollment predicted for the Lafayette campus, officials are seriously considering extending the ban on parking to the junior and senior years also.

On our campus we hope to avoid, as much as possible, approaching this situation.

The present fine system at P.U.C.C. is the same as the one presently used on the Lafayette campus. There, offenders receiving a third ticket are asked to leave school.

Those students who are not courteous enough to abide by the parking regulations at P.U.C.C. will shortly learn that these rules are here for a purpose. LET'S ALL CO-OPERATE!

Word To The New Students

By CAROL KOTTER

Welcome to Purdue! And especially, welcome to the University Center. The beginning of each school year is a time of excitement. The time is characterized by the worried freshman showing concern over all that is new and strange to him in the university environment; by the confident sophomore who at least simulates ease and sureness in his surroundings—he at least feels superior to the newcomer; by the harried administration, especially the admissions and registration people who have a semester's work to do in a few days; by the faculty, renewing acquaintances, getting ready for classes and sometimes harried, too, by registration procedures.

It is a time of newness—new faculty, new students, new ways of doing things. Yet it is a time when stability and tradition are comforting—the familiarity of a name highly esteemed: Purdue and the stability of our University Center have been established long enough to have earned a reputation as an outstanding part of the parent institution.

No class has ever entered the University Center without emphasis being given to the fact that here at PUCC exists a fine, highly qualified faculty, well-equipped laboratories, a library, classrooms and all of the other facilities which make for a first-rate educational opportunity. We can provide here some of the experiences which are a part of the learning process. But in the University, more than ever before for the student, the benefits he gains depend on him.

Dr. Hovde, President of Purdue, puts it this way: "Purdue is not a factory which takes high school graduates as raw material and processes them into scientists, engineers, farmers, businessmen, or teachers. The best we can do is provide an environment in which the student may learn."

The student's opportunity is great. So is his challenge. Here in a part of one of the finest universities in the country, a school with a deserved reputation, each student will be competing with fellow students who are better qualified and more carefully selected than ever before.

Available to the student also is the challenge of social growth through a variety of extra-curricular activities. Learning and growth in the higher educational process is more than classrooms and laboratories.

The opportunities and the challenges are here. To quote President Hovde again: "Education is primarily a self-energized and a self-motivated process. In other words, all learning is self-education. No one can do another person's learning for him."

"All the teachers, classrooms, laboratories, and libraries are but aids and stimulants to enable a student's learning to be done more quickly, more easily, and more efficiently. . . . He must educate himself."

The Night Crawler

By LESLIE THOMAS
and RAY NILLES

Well, now that the go-kart racing, beachcombing, and golf seasons are almost over, most of us can return to our favorite winter pastime of drinking coffee by the gallon on those ten minute breaks that seem more like two minutes. That means that we have returned to evening classes at good old PUCC. A few things have changed, and there are some new faces around, but mostly it is the same old group staring into their coffee cups every night. It's a wonderful life, isn't it?

Right here I would like to say that I really enjoyed the Mixer Dance sponsored by Student Council, the other night. There was a very good turnout, (it was free), and most of those present even managed to dance once or twice. Actually, the nicest thing about the dance was that it didn't even threaten to rain.

A "Good evening" to our campus police officers, who have always done a very good job of handing out

HAVE PROBLEM - - WILL BE HELPED!

Confused? Bothered? Don't know how to study? Don't know what is expected of you? What courses do you really want? What courses do you need? Not sure you want to be what you signed up for?

College brings problems. For one thing, it's different from high school.

Now, there are quite a few things you can do to attack any problems that will arise.

You can ask the guy next to you—he is sure to be as confused as you are, and will be a big help.

Or you can write to Ann Landers—she's cute.

Or you can toss a coin—good exercise.

Or you can just do nothing, suffer along—wait till things get really messy.

Or, of course, you can use what your University offers. However, it's just this: a University—a community of adults (and scholars); it's not a Kindergarten. The University won't and can't come after you to hold your hand.

But, if you will come to use its facilities—you'll get your hand held!

First: each instructor does care, he is a counselor, he has an office. There he is often quite lonely, eager for company. Some problems (particularly those connected with course work) get solved by your making an appointment with your instructor. As a matter of fact, this is a good thing to do even if you don't have a problem—you'll get to know him and might even find out, to your surprise, that he is human.

Second: there is Mr. Dick Trumpe; he is our sort of Dean of Students and lives near the Library (call at Room 30). He'll help practically anybody and anything—scholarships, student affairs, counseling, etc. etc. Your Center offers free educational and vocational

LOST and FOUND

LOST—One student during registration Friday, September 16, at P.U.C.C. If found please return to Registrar Office.

LOST—One 5'4" brown hair, brown-eyed girl at the P.U.C.C. Campus Mixer. If found, please return her on October 8, at the I.U./P.U. Mixer to Prof. Tinkham.

FOUND—One illegally parked car. Owner claim parts in Mr. Trumpe's office.

LOST—One organic chemistry book. Will the person who finds the thing please burn it.

LOST—One complete Boilermaker staff. Please return to Room 5 . . . Please!

FOUND—One mentally disturbed student from Dr. Hartman's class in psychology.

LOST—Tuition for first semester. If found, return to Tom Liechty or leave in Room 5.

LOST—One V.W., white, with sun roof. If found return to Tony Jordan or drop in nearest mailbox.

FOUND—One complete Boilermaker staff. Owner please claim and pay damages.

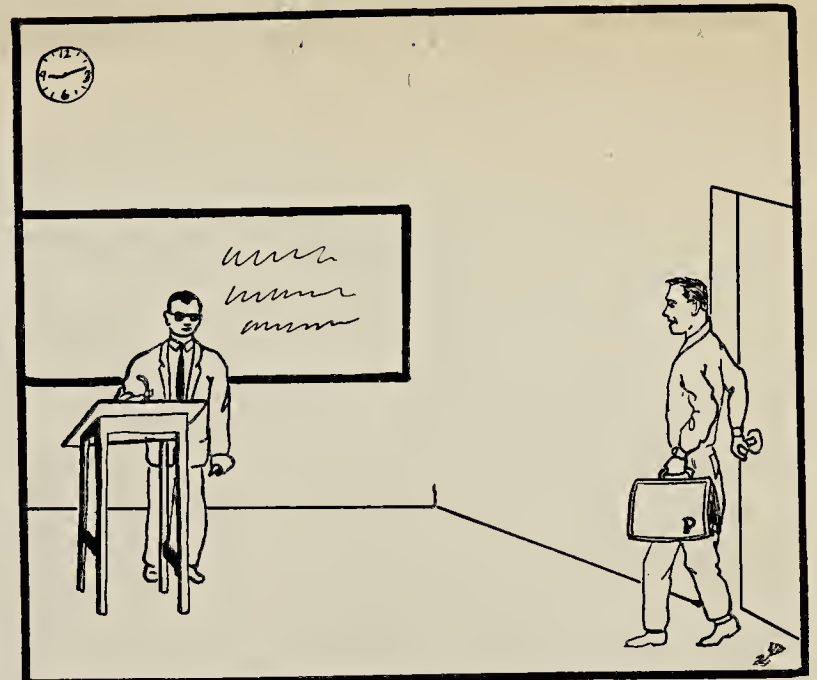
FOUND—I.U. student wandering through halls. May he rest in peace.

counseling to students! If they want it.

Third: Mr. Hartmann of the Department of Psychology helps Mr. Trumpe in student counseling. And if you want to, you can get hold of Mr. Hartmann direct and make an appointment with him. He lives in Room 31, has lots of hair, speaks with four accents simultaneously; but he's harmless and positively pines for student contact.

But, please, remember: geniuses as they are, these people are not clairvoyant.

They don't know you have problems unless you tell 'em. And they can't run after you—you must come to them.



SORRY I'M LATE. I MISSED THE
BUS FROM THE PARKING LOT.

parking tickets. I wish they would stop it!

One of the biggest changes this Fall is that Wally Pehlen no longer prowls the halls of PUCC after sundown. He has retired to a relatively normal existence, (as normal as Wally can lead), on the Purdue campus.

Purdue must be recruiting them young these days. The other night there were a couple of 10 or 11 year old girls wandering around the Lounge asking everyone if they could be of any help with their studying. If they are going to hire female tutors for us, at least they could be about 20 years old.

You will notice that there are now two names below this column. Miss Leslie Thomas has joined me in writing the "Night Crawler."

If any of you have anything to say, any comments, information, inside dirt, rumor, or scandal, or anything, tell Les or myself or put it down on paper, put it in a sealed envelope if necessary, address it to the "Night Crawler," and put it somewhere in the office where it can be found. The Boilermaker office is in Room 5.

QUESTION OF THE MONTH

Why did you come to P.U.C.C.?

Laurie Bryk: "I came to P.U.C.C. because I can't go down on campus until I establish residence in the state of Indiana."

Karen Hamersley: "P.U.C.C. was my choice because I wanted to become adapted to college while living at home, and I can save on expenses."

Terri Miller: "P.U.C.C. is sort of a testing ground for me. Before my parents invest a lot of money in my education, I want to make sure that I can make the grade."

Mike Dillon: "I came to P.U.C.C. to gain an insight on college life before going down to campus, where distractions would make a good start more difficult."

Joan Waller: "My reason for coming to P.U.C.C. is quite simple. I wanted the inside story about the life of boys at a practically all-boys' school and believe me I found out!"

A Reply On The Topic Of Student Evaluations

Last May, two Purdue Calumet professors raised this question: "Do students have the ability to evaluate a course?" They requested that students submit their opinions. The following is mine.

Their question makes little, if any, sense. It is impossible to give any reasonable answer to it. Properly stated, the question should have read, "Which students have the ability to evaluate a course?" This I will attempt to answer, along with another, "Which professors have the ability to accept properly an evaluation of this kind?"

It is now imperative that some distinctions be made. The first will be that of the students. For clarification purposes, let us assume there to be two classes of students, namely, A and F. These are the extreme cases, with A being a top student and F being that person, not student, who is barely getting by in his classes. It must be understood that there is no person who is either one type or the other. Each student is a composite of both qualities and in reality, it is impossible to isolate one from the other. The categories of A and F represent the showing of good student behavior, or lack of it, with no emphasis on current grade indexes.

One more distinction is vital. That will be the variation in professors. Regardless of a professor's academic achievement, he may not be qualified

as a teacher, i.e., a professor may have earned a Ph.D. in Basketweaving and have a most thorough knowledge of that subject, but he might not have the ability to teach this subject to his students. Teaching often requires a great deal of patience. And the lack of this quality alone frequently determines a professor's ability to teach.

The term "professor," as used here, generally refers to those listed by Purdue as being employed as staff members with responsibilities of holding a specified number of classes per semester. An "instructor," as here used, is the professor who considers the job of teaching an end in itself. Whether or not his students learn is of little or no concern to him. He is getting paid to hold class, and that's what he's going to do, come hell or high water. On the other hand, the "teacher" regards his duties of holding class not as an end, but a means to an end, an opportunity, which is to teach his students. He is happy only when his students are learning. He is concerned about his ability to "get through" to his students and is likewise concerned about his students' opinion regarding his success in that area.

Again, let me remind the reader that these distinctions have been made so as to facilitate the discussion of the problem at hand. It is not the subject of this article to analyze students and professors, but this is an attempt at understanding the problems involved in the controversy of whether students can evaluate courses and professors.

Both the A and the F students are capable of making good, constructive criticism in regard to the course and professor. Generally speaking, the problem of "grandstanding" shouldn't be too severe, even though it may be evident in both the A and F students. Both have reason for trying; A wants the best grade possible, F wants to 'not fail.' This does not justify grandstanding, but merely points out that there is the probability of this occurring in some of the students, whether they are considered A or F.

During the semester, the professor should get at least a vague idea as to what students have the ability to evaluate the class. This will show up in classwork in general, and quite possibly even on quizzes. The student's day to day classwork and attitudes in general are usually accurate indications of his abilities.

The effectiveness of student evaluations lies with the professor. If he is a teacher, his students will be encouraged to honestly and carefully evaluate him and his course. The impression he gives his students will determine the type of evaluation he will receive. The students of the teacher will know that the evaluation is for constructive purposes, and will tend to give a more accurate rating than would be given to the instructor, who might possibly be unduly swayed by the opinions expressed. To the

teacher, most students will admit their degree of study and preparation for a class. They will be able to discuss this problem with the teacher, and they will try to find the reason for their attitudes. Mistakes will be ironed smooth. Both can profit from an evaluation when the professor is a teacher because they will work with each other.

This will not be true when the professor is only an instructor. By definition, the instructor cares very little for the comments from his class, and is mainly interested in conducting class so many days per week. He would be gravely disturbed if a mere student brought up the possibility of a slight failure on the instructor's part.

As far as signing the evaluations goes, the students of the teacher would want to be recognized for constructive ideas. Even if they were unsigned, the teacher would have a mighty accurate idea regarding the authorship. The students of the instructor would have justification in not signing and even disguising their evaluations.

The question also arose whether or not Purdue Calumet should institute a program of student evaluations. In my opinion, Purdue should encourage the professors to adopt such a policy. I would like to point out that several of the faculty here are using such student evaluations. This has been going on during the past three years, that I have noticed. The method of approach has been different in many classes, but evaluations from students have been helpful in the past, and there is reason to believe they will be even more useful in the future.

There are several methods of procuring these student evaluations. These range from coming right out and requesting one to a more subtle discussion with students, outside the classroom. Both of these methods are being used by the professor "teachers" here at Purdue Calumet.

To the question, "Which students have the ability to evaluate a course?" the answer is a difficult one. As I pointed out earlier, it is one only the professor can answer. His answer depends entirely on whether he is an instructor or a teacher. The instructor will have a very limited and quite reserved attitude toward any criticism. The teacher will see the possibilities of constructive criticism in each of his students, both the good and the not-so-good students.

To answer my own question, "Which professors have the ability to properly accept an evaluation of this kind?" I will again refer to the teacher-type professor. The teacher recognizes the potential in each of his students and is on the lookout for it. The instructor, coming upon a student who has an evaluation to make, will regard it as an insult that a student should tell him how to teach.

Congratulations to the teachers here at Purdue; we are all better

Traffic Seminar To Be Held Here

A new approach to the problems of traffic safety in the area is being undertaken by Purdue University Calumet Center. With the help of the Hammond Safety Council a conference has been planned for Saturday, October 15, to focus the attention of community leaders on safety. Dr. Carl H. Elliott, Director of the University Center, is sending invitations to 100 leading citizens in the Northwestern Indiana area served by the University Center asking them to participate in the conference.

Youth and traffic will be the morning topic with the discussion being led by a panel of teen-agers who have been active in the area's annual Teen-Age Safety Conferences which have culminated in the new Hammond Youth Court. Mrs. Jean Pilot is in charge of this portion of the program.

At the luncheon in the University Center lounge, Harold L. Michael, Professor of Highway Engineering and Assistant Director, Joint Highway Research Project for Purdue will discuss problems of traffic flow within the Calumet area and possible solutions based on area studies conducted under his direction.

The afternoon session will feature Mr. Harold L. Smith, consultant to the Ford Motor Company on highway safety. Mr. Smith is nationally famous for his unique presentations on the individual driver's role in traffic safety.

The unique aspect of this conference is that none of those invited to attend are "professionals" in the field of safety. Rather, the meeting is intended to spur interest in and develop awareness of traffic safety among everyday drivers whose interests represent a whole cross section of the entire area community.

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students because of you. May this trend of teaching continue. My only other thought is that this brief article has caused some serious thought where we (both faculty and students) have neglected it.

Walter J. Pehlen

GIRLS ONLY!

By THERESA KULASA

Pi Sigma Kappa, the Girls Club at P.U.C.C., is off to another year. On September 26, they held an informal meeting to welcome the new girls. Punch and cookies were served by Mrs. Zacher, the Girls Club sponsor.

Their first regular meeting was held September 30. At the meeting the girls discussed their plans for the coming year and elected a new Secretary and Treasurer. This year's officers are: Theresa Kulasa, president; Cookie Chapin, vice-president; Judy Cziperle, secretary; Joan Waller, treasurer.

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THROUGH THE OPEN DOOR . . .

I see confusion, deliberation, and determination. In what ways do I see these things exhibited?

As I stand behind the counter every night I notice that new members to our community of Purdue Calumet Campus don't know where to go and are confused as to whom to ask. Do they dare ask the person on the couch? No, he is too engrossed in talk with the gal here after her MRS. degree. (She looks like she shouldn't have too much trouble getting it.) Do they dare ask the girl behind the information sign on the desk? Where did she go? Now she is typing on something and doesn't seem to notice that I have come in the door. I'll then try to find some one else. Do they dare go down to the lounge and ask the Pinochle player or a TV watch-bird? Dale Carnegie I feel would squelch that thought. Where is the library? Where is the Bookstore? What is the office number of my physics instructor? Is there no one who will answer his questions??

Another type of confusion is that of the young men and women who have come out of a class at 9:00 p.m. and wondered if they slept through the important portion of the lecture, if they pur the clavicle where it belongs, if they confused AC and DC, and the eternal IF they really understood what the prof was atalking about tonight. They have questions but if they ask the instructor, if they find him, might he possibly think that they weren't paying attention?

Deliberation is seen most frequently at registration time when they want to take a course just for the "heck of it" and there is a course that they should take for credit. Others deliberate over taking another course meaning that it will cost them \$45.00 more plus their books.

Deliberation occurs also when they ponder over dropping a course because they think that they might fail but . . . then again if they work hard enough they might be able to pull out of the slump.

Deliberation could be classified as another type of confusion in a more sophisticated way.

Determination, I have seen in the young girl from Yugoslavia who brought all of her credentials with her and wanted to file an application for the next Fall semester. She wanted to complete her education so badly that she did not waste any time in applying. By the way, she had only been in the country a little over a week.

I have seen determination in the young man, who had completed most of the courses for his degree and wanted to take his last course at the Center and continually made trips out here to see if the rest of his transcripts had come and then spent many nights taking tests to exempt him from retaking courses.



They told us registration was in Room 7.

I. R. C. PRESENTS AFRICA

By RONALD GALSTER

On October 1, 1960, the I. R. C. held its first monthly meeting for the school year at the home of Dr. and Mrs. Cone. We had a turnout of 31, among these were special guest Dr. Shineman and ten new people apart from the regular group. After a pot-luck dinner, Dr. Cone presented a talk on "The Current Problems in Africa" with a question and answer period following his talk.

Dr. Cone for background material gave us his first impressions of Africa when he was stationed in South and West Africa from 1942-1944 during World War II. Some facts of interest he explained, which

I have seen determination in all of those high school grads who were so eager to get started right away, and find that they did not have high school records on file, and happily say that they would go get them, and then return the next night with the matreial and a new enthusiasm to complete the process only to be turned away for another reason and still keep coming in until they could complete registration.

I have seen determination in the men from Youngstown, Inland Steel, and other industries, that have not as yet mastered the English language, trying to compete in classes with men who are native born Americans, and still fight to try to surpass those that have had the opportunities. The determination still exists even when they fail a course, because they feel that they have gained so much by just being able to be there. What is taking the course over again, to these men who are determined to help themselves advance.

I have seen these things night after night and marvel that they have had the courage to see it thru regardless of the stumbling blocks. Where have I seen these things? THRU THE OPEN DOOR . . .

people do not realize, are the United States could be fitted inside Africa three times, it is 5,000 miles North to South and 4,500 miles East to West, most of this area is desert and the majority of Africa's population lives a subsistence economy as they have for centuries. The religion is largely animistic with about 60,000,000 Moslems and 22,000,000 Christians, Africa's population is 220,000,000.

He went on to explain the differences in Africa between 1944 and 1958 when he returned to Africa with his family to teach for one year. One of the big changes brought about in Africa by the influence of the western world on the African Races is that they now wish to develop into nations and to develop economically and socially. Ghana which gained its independence in 1957 was one of the first areas to work toward this goal. Islamic influence is the strongest in the north and part of the west Africa coast by sending their children to the west to be educated, they help develop Western Culture in Africa. Due to the importance of education to the African people they have established a primary school system which reaches throughout a large portion of Africa and are at present working on a larger secondary school system.

Nigeria which gained its independence Oct. 1, 1960 will undoubtedly be one of the leading powers of West Africa because it contains half of West Africa's population, thirty-five million and its size is three times as big as our state of Texas. Dr. Cone expressed this opinion: That Nkrumah is trying to develop a Confederation of West Africa to balance the future power of Nigeria.

After Dr. Cone's lecture a question and answer period followed. The first question pertained to the quick withdrawal of Belgium from the Congo. This was due to pressure put on Belgium by other African Countries and also the threat that the Congo would accept help from Russia and drive them out. This would have caused a situation similar to that in Algeria.

Which way will Africa swing East or West? They are interested in their own interest and will accept aid from anyone to further their development if they are able to keep from committing themselves.

What has been the attitude of Africa since post World War II? It has been one of rapid change, wanting the material advantages of the Western World right away without having to go through the trial and error period the western civilization did.

Dr. Cone's lecture on Africa besides being informative and educational was very timely considering the current problems taking place in Africa particularly in the Congo. Everyone present enjoyed themselves very much and are looking forward to the next monthly meeting of the International Relations Club to be held in November.

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